

Windham School District  
*Reading Horizons Elevate*  
Curriculum Review





# Windham School District *Reading Horizons Elevate* Curriculum Review

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# Contents

Introduction.....	1
Elements and Indicators.....	3
Instructional Design.....	3
Phonological/Phonemic Awareness.....	9
Phonics.....	11
Fluency.....	14
Vocabulary.....	16
Comprehension.....	18
Motivation and Engagement.....	21
Assessment.....	22
Recommendations to Support Instructional Delivery.....	23



# Introduction

This report is a comprehensive review of the *Reading Horizons Elevate* curriculum for Windham School District. Below, we describe the events and components of this review.

On the morning of April 28, 2015, reviewers took part in a tour and debriefing with staff members from Ferguson and Holiday correctional facilities. The tour allowed the reviewers to capture the essence of the culture, classroom arrangement, and any limitations to delivery of the program.

That afternoon, reviewers conducted a debriefing with district academic specialists. Discussions included details of their support of assigned facilities and questions about reviewing a curriculum.

On the morning of April 29, a debriefing session was conducted with Windham School District instructors, academic specialists, and administrators. Topics of discussion included the following:

- Adult literacy and how adults learn
- Critical elements of a comprehensive reading program
- Effects of adding computer-based learning
- Necessary teaching strategies to support implementation
- Steps to consider when implementing a comprehensive reading program with fidelity
- Suggestions on things to look for and questions to ask vendors during the presentation

That afternoon, *Reading Horizons Elevate* trainers presented the methodology of the program and an overview of the computer component.

*Reading Horizons Elevate* provided the two reviewers with a full set of teacher materials and access to the student and administrator portion of the online component. Comprehensive reviews of the direct teaching and online tutorial component are presented in the tables throughout this report. The following indicators were reviewed:

- Instructional design
- Phonological/phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Motivation and engagement
- Assessment

This report concludes with recommendations to support long-term implementation of *Reading Horizons Elevate*.



# Elements and Indicators

## Instructional Design

Instructional Design Indicator	Included in Curriculum?	Comments
1. Is there empirical research on this program's efficacy?	Yes	<p>The research is available on the following webpages:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.readinghorizons.com/research">www.readinghorizons.com/research</a></li> <li>• <a href="http://www.readinghorizons.com/adult-literacy/approach">www.readinghorizons.com/adult-literacy/approach</a></li> <li>• <a href="http://www.readinghorizons.com/adult-literacy/research">www.readinghorizons.com/adult-literacy/research</a></li> <li>• <a href="http://www.readinghorizons.com/our-approach">www.readinghorizons.com/our-approach</a></li> </ul> <p>This program uses a multisensory approach that is based on Orton-Gillingham principles of instruction.</p> <p>For success stories from the field, see the following webpage: <a href="http://www.readinghorizons.com/success-stories">www.readinghorizons.com/success-stories</a>.</p>
2. Are resources available to help teachers understand the rationale for the instructional approach and strategies?	Yes	<p>Initial training is included with the purchase of the program and covers the methodology, direct teaching approach, and online tutorial. For more information, see the following webpage: <a href="http://www.readinghorizons.com/resources/teacher-training">www.readinghorizons.com/resources/teacher-training</a>.</p> <p>Ongoing workshops are offered with no additional cost:</p> <ul style="list-style-type: none"> <li>• Informational videos: <a href="http://www.readinghorizons.com/customer-support/elevate-tutorial-videos">www.readinghorizons.com/customer-support/elevate-tutorial-videos</a></li> <li>• Ongoing webinars: <a href="http://www.readinghorizons.com/webinars">www.readinghorizons.com/webinars</a></li> </ul>
3. Does the program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension)?	Yes	<p>This program has a heavy emphasis on phonological/phonemic awareness and phonics.</p>

Instructional Design Indicator	Included in Curriculum?	Comments
4. Does the program address other dimensions of reading, such as spelling, writing, oral language, and listening comprehension?	Yes	Due to the emphasis on phonological/phonemic awareness and phonics, the program indirectly addresses writing, oral language, and listening comprehension.
5. Does the program adequately address the targeted components?	Yes	<i>Reading Horizons Elevate</i> is as an intervention for adult learners. However, the program also has a Supplemental Materials handbook as part of the comprehensive teacher's manual and an English Language Enhancement workbook for students to extend their learning beyond the direct teaching and online tutorial.
6. Does the program have a scope and sequence?	Yes	The scope and sequence is at the end of each of the six chapters of the comprehensive teacher manuals.
7. Does the program clearly state the goals and objectives?	Yes	The goals and objectives are clearly stated in the chapter overview of each teacher manual, the beginning of each lesson, and the beginning of each activity or task in the online tutorial.
8. Do student materials align with the instructional objective of each lesson?	Yes	All materials are age appropriate (e.g., materials relate to real-world situations).
9. Is instruction consistently explicit?	Yes	
10. Is instruction consistently systematic? (Is there a prescribed order for introducing specific skills?)	Yes	A scope and sequence is at the end of each of the six teacher manuals.
11. Do the lessons have a clear and logical organization?	Yes	The <i>Reading Horizons Elevate 4–12 and Adult Education Product Guide</i> provides information on the organization of lessons and supporting materials. Each of the six chapters is organized in the same format. The direct teaching lessons are scripted and short in design. The program recommends completing the direct teaching lesson and online tutorial in 145 minutes per week for the entire program to be completed in a year.

Instructional Design Indicator	Included in Curriculum?	Comments
12. Does the program provide many opportunities for guided practice?	Yes	The direct teaching and online tutorial follow the “I Do, We Do, You Do” gradual-release approach. See the Enrichment CD at the back of Chapter 1 of the teacher manuals.
13. Is differentiated instruction prominent? Is differentiated instruction specific?	Yes	The online tutorial and English Language Enhancement workbook allow for differentiation. Further, the online tutorial allows for multiple opportunities to practice and provides immediate and corrective feedback while rebuilding the lesson based on the students’ responses.

Instructional Design Indicator	Included in Curriculum?	Comments
14. Is small-group instruction part of daily instruction?	Yes / No	<p>This program is an intervention and recommends small class sizes. However, the program provides many suggestions on how to blend the learning between the direct teaching and online tutorial with arrangements for one-on-one, small-group, or whole-group instruction, including the following:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.readinghorizons.com/adult-literacy/direct-instruction-materials">www.readinghorizons.com/adult-literacy/direct-instruction-materials</a></li> <li>• <a href="http://www.readinghorizons.com/documents/seo-pages/blended%20learning%20-%20white%20paper.pdf">www.readinghorizons.com/documents/seo-pages/blended%20learning%20-%20white%20paper.pdf</a></li> <li>• <a href="http://www.readinghorizons.com/blended-learning/resources">www.readinghorizons.com/blended-learning/resources</a></li> </ul> <p>Based on the current setup and restrictions at Windham School District, it is recommended to use the following options mentioned in the blended learning white paper:</p> <ul style="list-style-type: none"> <li>• <b>Station rotation</b> in the computer lab (i.e., rotations including online learning, independent work, and small-group work for the direct teaching) if space and availability are limited</li> <li>• <b>Lab rotation</b> with all direct teaching occurring in the classroom and then rotating to the computer lab for online learning if the majority of the students are on the same level of instruction</li> <li>• <b>Individual rotation</b> of students between areas and content, based on individual student needs, if there are large performance gaps—classes may move to this approach as students progress through the program</li> </ul>

Instructional Design Indicator	Included in Curriculum?	Comments
15. Does the program have guidelines for forming flexible groups based on student progress?	Yes / No	<p>The online tutorial provides benchmark and progress monitoring at the class and student levels. It does not specifically sort or group students. Therefore, teachers would need to be familiar with all aspects of the program and assessments and use informal and formal data to inform instruction.</p> <p>The initial online assessment determines whether students are on the emerging, basic, or accelerated track. The teacher can readminister these diagnostic assessments at any time to gauge student achievement. Ongoing assessments determine progress and response to instruction.</p>
16. Does the program include enrichment activities for advanced students?	Yes	<p>The English Language Enhancement workbook and Enrichment CD allow for multiple opportunities to practice in addition to the standard student workbook, including an opportunity for students to reflect and set goals based on the strategy or skills learned. All students have access to the online library, which has 280 Lexiled reading passages on high-interest topics in 17 different genres. Students gain access to higher-level texts as they complete lessons and their reading level increases.</p>
17. Does the program provide instruction for English language learners?	Yes	<p>The program as a whole would meet the needs of English language learners. Each of the direct instruction lessons has a reference to supplement support for English language learners.</p>

Instructional Design Indicator	Included in Curriculum?	Comments
18. Does the program include assessments to support instructional delivery?	Yes	<p>Paper-and-pencil assessments need to be obtained from the publisher.</p> <p>The three diagnostic and progress-monitoring assessments in the computer component can be readministered at any time.</p> <p>At the end of each lesson in the online tutorial is an overall lesson assessment, which includes reading level, vocabulary completion, lesson selection score, and word segmentation (word score and phoneme score). Starting June 30, 2015, the following will be available: Lexile level; phonics screener; and the number of hours, dates, and times students were online.</p>

## Phonological/Phonemic Awareness

Phonological/Phonemic Awareness Indicator	Included in Curriculum?	Comments
1. Is phonological/phonemic awareness instruction explicit?	Yes	Instruction explicitly follows the phonological awareness continuum based on age appropriateness.
2. Is phonological/phonemic awareness instruction systematic?	Yes	Instruction follows the phonological awareness continuum based on age appropriateness and is systematically presented.
3. Is the instruction scaffolded?	Yes	The Enrichment CD and support posters provide scaffolds to support the lessons. The online tutorial provides pronunciation along with visual and interactive prompts with explicit explanation of directions and rule application.
4. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines?	Yes	
5. Does each lesson focus on one or two skills (as opposed to several)?	Yes	
6. Does phonological/phonemic awareness instruction start with larger units (words and syllables) and progress to smaller units (phonemes)?	Yes	
7. Does the program include assessments to measure and monitor progress in phonological/phonemic awareness?	Yes	The lessons are designed for the teacher to check for understanding throughout the lesson. However, formal assessments can be found through the online tutorial. For more information, see indicator 18 in the Instructional Design section of this report.
8. Does phonological/phonemic awareness instruction start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	Yes / No	Given that the program uses age-sensitive materials, it does not start with rhyming and rather begins with phoneme isolation.

Phonological/Phonemic Awareness Indicator	Included in Curriculum?	Comments
9. Do students count the words in spoken sentences?	No	Given that the program uses age-sensitive materials, it does not address this indicator of phonological/phonemic awareness.
10. Does instruction include alliteration activities?	No	Given that the program uses age-sensitive materials, it does not address this indicator of phonological/phonemic awareness.
11. Does instruction include activities for students to blend onsets and rimes?	No	Given that the program uses age-sensitive materials, it does not address this indicator of phonological/phonemic awareness.
12. Does instruction include physical representations to help students connect sounds to print?	Yes	For tutorial videos on the methodology behind the delivery of this indicator, visit the following webpage: <b><a href="http://www.readinghorizons.com/method">www.readinghorizons.com/method</a></b> .
13. Does instruction include phoneme manipulation in words (deletion, addition, and substitution)?	Yes	
14. Once students demonstrate early phonological/phonemic awareness, is this instruction linked to phonics?	Yes	The program quickly moves into blending words.
15. Are the words used in phonological/phonemic awareness activities found in subsequent word lists and text readings?	Yes	See the Enrichment CD and online tutorial.
16. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	Yes	To request a 14-day trial viewing of the online tutorial, visit this webpage: <b><a href="http://www.readinghorizons.com/adult-literacy/interactive-reading-software">www.readinghorizons.com/adult-literacy/interactive-reading-software</a></b> .

## Phonics

Phonics Indicator	Included in Curriculum?	Comments
1. Is phonics instruction explicit?	Yes	The direct instruction and online tutorial include explicit decoding strategy instruction.
2. Is phonics instruction systematic?	Yes	
3. Does phonics instruction include coordinated instructional sequences and routines?	Yes	Skills build through an explicit, sequential, multisensory instructional framework.
4. Is phonics instruction scaffolded?	Yes	The student involvement section of the direct teaching helps students transfer and apply learned skills with the guidance of the teacher.
5. Does phonics instruction include cumulative review?	Yes	Cumulative review can be found in the Most Common Word List section of each teacher manual. A review is also found in each lesson overview in the online tutorial and is reflected in the lesson section score.
6. Does the program include assessments to measure and monitor progress in phonics?	Yes	The lessons are designed for the teacher to check for understanding throughout the lesson. However, formal assessments can be found through the online portion of the program.  For more information, see indicator 18 in the Instructional Design section of this analysis.
7. Does phonics instruction target both consonants and vowels?	Yes	
8. Does phonics instruction start with short vowels and then move to long vowels?	Yes	

Phonics Indicator	Included in Curriculum?	Comments
9. Does phonics instruction start with individual letter sounds, followed by digraphs, blends, and word families?	Yes	<p>The program teaches vowels with a series of consonants based on the frequency of occurrence in English so that adult learners start blending quickly.</p> <p>For tutorial videos on the methodology behind the delivery of this indicator, visit the following webpage: <a href="http://www.readinghorizons.com/method">www.readinghorizons.com/method</a>.</p>
10. Does phonics instruction introduce high-utility letter sounds (e.g., /a/, /m/, /s/, /t/, /r/—found in one-syllable CVC or CCVC words) before low-utility letter sounds (e.g., /x/, /y/, /z/)?	Yes / No	<p>The program teaches vowels with a series of consonants based on the frequency of occurrence in English so that adult learners start blending quickly.</p> <p>For tutorial videos on the methodology behind the delivery of this indicator, visit the following webpage: <a href="http://www.readinghorizons.com/method">www.readinghorizons.com/method</a>.</p>
11. Does phonics instruction teach letter-sound correspondences to mastery and review them cumulatively?	Yes	The Spelling List and Most Common Word List address this indicator.
12. Does phonics instruction provide opportunities to practice decoding words that contain only previously taught letter sounds?	Yes	
13. Does phonics instruction teach spelling during word learning instruction so students can understand how sounds map onto print?	Yes	For tutorial videos on the methodology behind the delivery of this indicator, visit the following webpage: <a href="http://www.readinghorizons.com/method">www.readinghorizons.com/method</a> .
14. Does phonics instruction clarify that high-frequency words can be both regular and irregular?	Yes	The Most Common Word List addresses this indicator.

Phonics Indicator	Included in Curriculum?	Comments														
15. Does phonics instruction teach the strategy of chunking when decoding multisyllabic words?	Yes	<p>The program teaches two decoding skills.</p> <p>For tutorial videos on the methodology behind the delivery of this indicator, visit the following webpage: <a href="http://www.readinghorizons.com/method">www.readinghorizons.com/method</a>.</p>														
16. Is phonics instruction in the meanings of roots and affixes explicit, and do students analyze the relationship of spelling to the meaning of complex words?	Yes															
17. Is phonics instruction explicit in the use of syllable types?	Yes / No	<p>The following compares the six syllable types detailed in the English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS) to <i>Reading Horizons Elevate's</i> five phonetic skills.</p> <table border="0" data-bbox="852 940 1419 1661"> <thead> <tr> <th data-bbox="852 940 1101 968"><b>ELAR TEKS</b></th> <th data-bbox="1133 940 1419 968"><b><i>Reading Horizons Elevate</i></b></th> </tr> </thead> <tbody> <tr> <td data-bbox="852 993 1101 1020">Closed syllable</td> <td data-bbox="1133 993 1419 1056">Phonetic skills 1 (<i>sun</i>) and 2 (<i>hand</i>)</td> </tr> <tr> <td data-bbox="852 1098 1101 1125">Open syllable</td> <td data-bbox="1133 1098 1419 1125">Phonetic skill 3 (<i>go</i>)</td> </tr> <tr> <td data-bbox="852 1167 1101 1230">Vowel-consonant-silent <i>e</i> syllable</td> <td data-bbox="1133 1167 1419 1194">Phonetic skill 4 (<i>smile</i>)</td> </tr> <tr> <td data-bbox="852 1272 1101 1335">Vowel digraph/diphthong syllable</td> <td data-bbox="1133 1272 1419 1398">Phonetic skill 5 (<i>train</i>) and special vowel sounds poster (<i>au, aw, oo, ow, oi, oy, ou</i>)</td> </tr> <tr> <td data-bbox="852 1451 1101 1514"><i>r</i>-controlled vowel syllable (<i>ir, ur, er, ar, or</i>)</td> <td data-bbox="1133 1451 1419 1514">Addressed as "murmur diphthongs"</td> </tr> <tr> <td data-bbox="852 1566 1101 1661">Final stable syllable (consonant <i>le, tion, sion, age, ture</i>)</td> <td data-bbox="1133 1566 1419 1593">Addressed as "endings"</td> </tr> </tbody> </table>	<b>ELAR TEKS</b>	<b><i>Reading Horizons Elevate</i></b>	Closed syllable	Phonetic skills 1 ( <i>sun</i> ) and 2 ( <i>hand</i> )	Open syllable	Phonetic skill 3 ( <i>go</i> )	Vowel-consonant-silent <i>e</i> syllable	Phonetic skill 4 ( <i>smile</i> )	Vowel digraph/diphthong syllable	Phonetic skill 5 ( <i>train</i> ) and special vowel sounds poster ( <i>au, aw, oo, ow, oi, oy, ou</i> )	<i>r</i> -controlled vowel syllable ( <i>ir, ur, er, ar, or</i> )	Addressed as "murmur diphthongs"	Final stable syllable (consonant <i>le, tion, sion, age, ture</i> )	Addressed as "endings"
<b>ELAR TEKS</b>	<b><i>Reading Horizons Elevate</i></b>															
Closed syllable	Phonetic skills 1 ( <i>sun</i> ) and 2 ( <i>hand</i> )															
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## Fluency

Fluency Indicator	Included in Curriculum?	Comments
1. Is fluency instruction specific?	No	This program has a heavy emphasis on phonological/ phonemic awareness and phonics instruction. Fluency instruction is indirect.
2. Is fluency instruction systematic?	No	This program has a heavy emphasis on phonological/ phonemic awareness and phonics instruction. Fluency instruction is indirect.
3. Does fluency instruction include coordinated instructional sequences and routines?	No	This program has a heavy emphasis on phonological/ phonemic awareness and phonics instruction. This indicator is indirectly included in the direct instruction portion of the program.
4. Is fluency instruction scaffolded?	Yes	The online tutorial has the option of reading the text to students and tracking the words to determine the rate or playing back the text to students.
5. Does fluency instruction include cumulative review?	Yes	The online tutorial includes review and determines students' rate and Lexile level.
6. Does the program include assessments to measure and monitor progress in fluency?	Yes	The online tutorial determines students' rate and Lexile level.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	Yes	This indicator is indirectly included in the direct instruction portion of the program. The online tutorial determines the rate.
8. Does fluency practice involve decodable, narrative, and expository texts?	Yes	Decodable texts are included in the direct instruction lesson and transfer cards. Narrative and expository texts are included in the library of the online tutorial.
9. Does the program include a guide to help teachers calculate students' fluency rate, and instructional, independent, and frustrational levels?	No	The online tutorial automatically determines rate and Lexile level of students to determine placement and whether lessons need to be rebuilt to meet instructional needs.

Fluency Indicator	Included in Curriculum?	Comments
10. Does fluency instruction include continuous progress monitoring and an end-of-year goal?	Yes	The online tutorial automatically determines rate and Lexile level of students to determine placement and whether lessons need to be rebuilt to meet instructional needs. This progress-monitoring and diagnostic information can be accessed in the assessment component.

## Vocabulary

Vocabulary Indicator	Included in Curriculum?	Comments
1. Is vocabulary instruction explicit?	No	Vocabulary is referenced in the direct teaching portion of the program and is referred to as a “vocabulary strategy.” A detailed explanation of how the strategy is used can be found in the English Language Enhancement book.
2. Is vocabulary instruction systematic?	Yes	The vocabulary strategies are systematic, meaning that each strategy builds on the other with an emphasis on easy to more difficult.
3. Does vocabulary instruction include coordinated instructional sequences and routines?	Yes	There are 12 vocabulary strategies and lessons to support the application of each.
4. Is vocabulary instruction scaffolded?	Yes	Scaffolding includes reflection on application activities and graphic organizers. The same graphic organizer is used for each of the 12 vocabulary strategies, with a section that applies to each strategy systematically added.
5. Does vocabulary instruction include cumulative review?	Yes	Reflection and evaluation occur after each vocabulary strategy lesson, and an overall evaluation is administered after all 12 vocabulary strategy lessons have been completed.
6. Does the program include assessments to measure and monitor progress in vocabulary?	Yes	The online tutorial measures vocabulary through a vocabulary completion report.
7. Does vocabulary instruction emphasize listening and speaking vocabulary?	Yes	This indicator is included in the online tutorial.
8. Does vocabulary instruction emphasize reading and writing vocabulary?	Yes	This indicator is included in the English Language Enhancement book.
9. Does vocabulary instruction teach important, useful, and difficult words?	Yes	This indicator is included in the online tutorial.

Vocabulary Indicator	Included in Curriculum?	Comments
10. Does vocabulary instruction provide multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	Yes	This indicator is included in the online tutorial.
11. Does the program provide extended vocabulary instruction in multiple contexts to promote word awareness by using word banks, vocabulary logs, writing, semantic maps, concept definition maps, and word classification?	Yes	This indicator is included indirectly in the direct teaching, the English Language Enhancement book, and the online tutorial.
12. Does vocabulary instruction include the following aspects of word study: <ul style="list-style-type: none"> <li>• Word meaning</li> <li>• Multiple-meaning words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homonyms</li> <li>• Figurative meanings</li> <li>• Morphemic analysis (the smallest meaningful element of speech or writing)</li> <li>• Etymology (the study of the origins of words or parts of words and how they have arrived at their current form and meaning)</li> </ul>	Yes / No	Vocabulary instruction addresses all of these aspects except etymology. Therefore, additional professional development in morphology would assist with questions or scaffolding learning in this area.
13. Does vocabulary instruction explicitly teach dictionary use and does instruction use grade-appropriate dictionaries?	Yes	This program has lessons on dictionary use. However, dictionaries are not included and would need to be purchased separately.

## Comprehension

Comprehension Indicator	Included in Curriculum?	Comments
1. Is comprehension instruction explicit?	No	This program does not directly or explicitly model the metacognitive aspect of comprehension. Additional professional development on how to conduct a think-aloud to model the metacognitive aspect of comprehension would assist with scaffolding struggling learners.
2. Is comprehension instruction systematic?	No	This program does not directly or explicitly model the metacognitive aspect of comprehension.
3. Does comprehension instruction include coordinated instructional sequences and routines?	No	This program does not directly or explicitly model the metacognitive aspect of comprehension.
4. Is comprehension instruction scaffolded?	Yes / No	The online tutorial adjusts the level of questioning based on Lexile level and student response.  However, a think-aloud to model the metacognitive aspect of comprehension would provide a scaffold for students who lack understanding and are unable to answer higher-level questions.
5. Does comprehension instruction include cumulative review?	Yes	The student report includes reading level and comprehension completion. Beginning in June 2015, the Lexile level student report has been provided to districts with initial purchase.
6. Does the program include assessments to measure and monitor progress in comprehension?	Yes	There are 280 Lexiled reading passages in 17 different genres. Students have access to 1.5 years above the determined Lexile level. Literal and inferential questions are asked after the reading is completed. The rate is determined as students read. Students may choose to have the text read to them. The online tutorial anticipates words that may be difficult in a text and presents them before the reading of the text. Opportunities to have these words decoded and their definitions read aloud are provided.

Comprehension Indicator	Included in Curriculum?	Comments
7. Does comprehension instruction teach students to determine which strategy to use and why (metacognition)?	No	This program does not directly or explicitly model the metacognitive aspect of comprehension.
8. Does the program provide appropriate text for students to practice applying strategies?	Yes	
9. Does comprehension instruction enable students to establish and adjust purposes for reading (i.e., reading to understand, interpret, inform, enjoy, and solve problems)?	Yes	
10. Does comprehension instruction suggest guided and supported cooperative learning groups?	Yes	<p>The program lends itself to many grouping and delivery formats. For more information, see the following webpages:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.readinghorizons.com/documents/seo-pages/blended%20learning%20-%20white%20paper.pdf">www.readinghorizons.com/documents/seo-pages/blended%20learning%20-%20white%20paper.pdf</a></li> <li>• <a href="http://www.readinghorizons.com/blended-learning/resources">www.readinghorizons.com/blended-learning/resources</a></li> </ul>
11. Does the program provide prompts for the teacher to guide the students through texts by using think-alouds?	No	This program does not directly or explicitly model the metacognitive aspect of comprehension.

Comprehension Indicator	Included in Curriculum?	Comments
12. Does the program provide models of effective questioning techniques (e.g., Bloom's taxonomy) to guide and monitor students' comprehension?	Yes	
13. Does the program provide a variety of narrative and expository books at the appropriate readability level for student practice?	Yes	There are 17 genres in the online library.
14. Does comprehension instruction teach students to use graphic organizers?	Yes	Graphic organizers supplement reading passages in the library of the online component of program. For more information, visit the following webpage: <b><a href="http://accelerate.readinghorizons.com">http://accelerate.readinghorizons.com</a></b> .
15. Does comprehension instruction systematically teach the main idea strategy?	No	This program does not explicitly teach specific cognitive strategies; however, there are questions at the end of the online reading passages.

## Motivation and Engagement

Motivation and Engagement Indicator	Included in Curriculum?	Comments
<p>Does the program direct the teacher in ways to increase student motivation, such as the following:</p> <ul style="list-style-type: none"> <li>• Making reading relevant to students' lives</li> <li>• Providing meaningful goals for learning from texts</li> <li>• Making available a variety of choices that align with instruction</li> <li>• Providing opportunities for students to work collaboratively</li> </ul>	<p>Yes</p>	<p>The Student Workbook, English Language Enhancement book, items on the Enrichment CD (found in the back of Chapter 1), and the online tutorial are all age-sensitive (i.e., sentence reading includes adult examples; reading passages are of high interest; and skill application uses real-world examples, such as online, menu, newspaper, advertising, magazine, and letter formats).</p> <p>Components throughout the online tutorial encourage interaction with the content (i.e., animations, graphics, immediate and corrective feedback, and the rebuilding of lessons based on student responses).</p> <p>The English Language Enhancement book asks students to reflect on strategy application and how they will personally transfer the strategy when needed.</p> <p>Students can view their data as they progress through lessons in the online tutorial. It is recommended to provide data-analysis and goal-setting instruction to increase intrinsic motivation and individual accountability for learning.</p> <p>The program lends itself to many grouping and delivery formats. For more information, see the following webpages:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.readinghorizons.com/documents/seo-pages/blended%20learning%20-%20white%20paper.pdf">www.readinghorizons.com/documents/seo-pages/blended%20learning%20-%20white%20paper.pdf</a></li> <li>• <a href="http://www.readinghorizons.com/blended-learning/resources">www.readinghorizons.com/blended-learning/resources</a></li> </ul>

## Assessment

Assessment Indicator	Included in Curriculum?	Comments
<p>1. Does the program include assessments that teachers can use to guide student movement through the program (i.e., screening, progress-monitoring, diagnostic, and outcome measures)?</p>	Yes	<p>Paper-and-pencil assessments need to be obtained from the publisher.</p> <p>The three diagnostic and progress-monitoring assessments in the computer component can be readministered at any time.</p> <p>At the end of each lesson in the online tutorial is an overall lesson assessment, which includes reading level, vocabulary completion, lesson selection score, and word segmentation (word score and phoneme score). Starting June 30, 2015, the following will be available: Lexile level; phonics screener; and the number of hours, dates, and times students were online.</p> <p>For more information, visit the following webpage:  <a href="http://www.readinghorizons.com/adult-literacy/progress-monitoring">www.readinghorizons.com/adult-literacy/progress-monitoring</a>.</p>
<p>2. Does the program guide teachers in using assessment results to differentiate instruction?</p>	Yes	<p>The initial training targets the online portion of the program. The free resource and online support after initial purchase assist in this indicator. However, it is suggested that coaches or specialists provide support on how to analyze data and apply findings to instructional delivery.</p>
<p>3. Do the assessments identify students who are at risk or already experience difficulty learning to read?</p>	Yes	<p>Individual student reports provide the most detail and can be found through the online tutorial.</p>

# Recommendations to Support Instructional Delivery

## 1. Encourage teachers to preview important resources after the initial training from the vendor.

We recommend that teachers do the following:

- Read the *Reading Horizons Elevate for Grades 4–12 and Adult Education Product Guide* to further their understanding of the program materials and lesson layout
- Read the overview section of each of the six chapters for the direct teaching portion of the program
- Read the scope and sequence at the end of each chapter of the direct teaching portion of the program to further understanding of the skills taught and how to locate materials
- Explore the materials on the Enrichment CD to determine what to organize before teaching a lesson
- View tutorials on any aspects of the program that they do not clearly understand—see indicator 2 in the Instructional Design section earlier in this report for direct links

## 2. Take advantage of the “trainer-of-trainers” sessions that *Reading Horizons Elevate* offers at an additional cost.

It would be beneficial for the specialist to take part in a trainer-of-trainers session, so the specialist could in turn provide ongoing support to current teachers and new teachers in the district. This investment would support the long-term implementation of this program.

## 3. Provide teachers with ongoing “job-embedded” training or coaching that includes feedback on instructional delivery throughout the year.

Research has documented the important role that instructional coaches play in supporting quality implementation of research-based practices (e.g., Fixsen et al., 2005; Knight, 2009; Kretlow & Bartholomew, 2010; Reinke, Sprick, & Knight, 2009; Stein et al., 2008). As teachers become familiar with the program, they establish their own processes and procedures, and sometimes subtle changes occur. Therefore, it is important to have ongoing fidelity checks. Fidelity can be reinforced through ongoing job-embedded instructional coaching that includes direct observations and modeling, teacher self-reflection, analysis of data, exploration of student grouping and blended learning arrangements, and building of the knowledge base.

#### **4. Incorporate creative planning for collaboration among teachers at each site.**

Examples of this type of collaboration include using lockdown time for training or coaching teachers, video conferencing, and video or webinars to train teachers on using data analysis to inform instructional delivery.

#### **5. Ensure that professional development is an ongoing process, rather than a single event; is aligned with and incorporated within teachers' daily work; and is of long enough duration to ensure a thorough and working knowledge of the program principles and how they translate to practice.**

An extensive body of research supports this recommendation (e.g., Hargreaves & Fullan, 1992; Leach & Conto, 1999; Little, 1993; McCormick, Steckler, & McLeroy, 1995; Rose & Church, 1998). As previously mentioned, this ongoing support could be done in a trainer-of-trainers format, in which current specialists receive initial professional development and in turn train others. This format also would maximize the creative planning for collaboration, as mentioned above.

Possible topics of ongoing professional development with the goal of strengthening the knowledge base of teachers, improving the delivery of the program, and increasing student achievement include the following:

- Knowledge of the five essential components of reading—phonological awareness, phonics/word study, vocabulary, fluency, and comprehension—and how they relate and build upon one another
- Continuation of the use of student engagement strategies, as taught through the Mockingbird Strategies
- Deeper understanding of and strategies to incorporate the following features of effective instruction: explicit instruction with modeling, systematic instruction with scaffolding, multiple opportunities to practice and respond, and immediate and corrective feedback

#### **6. Establish systems for all stakeholders to monitor and support full implementation at all facilities.**

It is imperative that systems are in place to support full implementation of the program, including instructional coaching, support from all levels of leadership, and ongoing reflection to check implementation levels and make adjustments when needed. During the initial stages of implementation, it is expected that fidelity may be low. Therefore, it is important to provide ongoing support and immediate feedback.

Ways to check the level of implementation include the following:

- Review of the assessment data at each site
- Interviews or conversations with teachers and campus leadership
- Focus groups (e.g., teacher representation at the initial *Reading Horizons Elevate* training)
- Surveys
- Classroom observations and debriefs

## **7. Facilitate communication between all stakeholders.**

It is recommended to create an implementation team that would ensure this communication, which is key to effective implementation. The implementation team should have knowledge of the overall program, research-based instructional practices, organizational change, and the levels of implementation. For more information on implementation, see *Implementation Research: A Synthesis of the Literature*, which we provided via e-mail.

